Presented by The Creature Production Company in association with BBC Worldwide

WALKING WITH DINOSAURS

THE ARENA SPECTACULAR

ACTIVITY PACK

BBC

ACTIVITY SHEET 1: RESEARCHING THE DINOSAURS

ACTIVITY SUITABLE FOR PRIMARY STUDENTS AGE 5 – 13 YEARS

Dinosaurs are reptiles, which are the same type of animals as snakes, crocodiles and turtles.

CAN YOU DRAW THE FOLLOWING REPTILES?

SNAKE	**CROCODILE**	**TURTLE**

CAN YOU DRAW A DINOSAUR?

Is there anything which makes your dinosaur look the same as your snake, crocodile or turtle?

. . . . . .

Are dinosaurs still alive today?

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How do you know about dinosaurs?

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Do you know the name of any dinosaurs? Can you write them down?

. . . . . .

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 1: DINOSAUR PROFILE EXTENSION ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 6 – 12

Name of Dinosaur .....

Description of Dinosaur (size, colour, shape, distinctive features, how does it move?)

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Dinosaur's Diet – can you describe what it eats?

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How does the dinosaur protect itself? Which dinosaur does it need to protect itself from?

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Draw a picture reference of the dinosaur to share with other paleontologists:

ACTIVITY SHEET 2: FROM SCREEN TO STAGE

ACTIVITY SUITABLE FOR SECONDARY AND TERTIARY STUDENTS

What do you know about the dinosaurs, the time and periods in which they lived?

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What effected their existence and ultimately why they ceased to exist?

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Walking With Dinosaurs the BBC television series' was made in the late 1990s using new technology to recreate these giant reptiles which used to roam the earth. What sort of technology do you think would have been used in the production of the series?

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AFTER SEEING THE SERIES

What challenges would be faced concerning the series' setting and environment when translating the concept and story to an arena production?

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Research any television series which began as a stage or arena production and discuss those which have been made into arena productions, plays, musicals or theatre work in recent years.

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 1: FROM SCREEN TO STAGE
EXTENSION ACTIVITY

AFTER SEEING WALKING WITH DINOSAURS – THE ARENA SPECTACULAR

What do you think the biggest differences are between the BBC television series and The Arena Spectacular?

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What challenges do you think were faced when adapting the story of Walking With Dinosaurs from a television series to an arena production? How successfully was this done?

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Do you think any element of the story was lost, or enhanced further, during the transfer from television to a live spectacular? Explain why you think this was the case.

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In television, close-ups are used to create intimacy and wide-shots are used for landscape and space – how do you think the relationship between the action and the audience change during a live experience?

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ACTIVITY SHEET 2A: COLOUR IN TYRANNOSAURUS REX

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 5 – 6

COLOUR IN THE TYRANNOSAURUS REX

DID YOU KNOW?

A grown-up Tyrannosaurus rex was able to swallow a hundred and forty pounds in one mouthful.

WALKING WITH DINOSAURS

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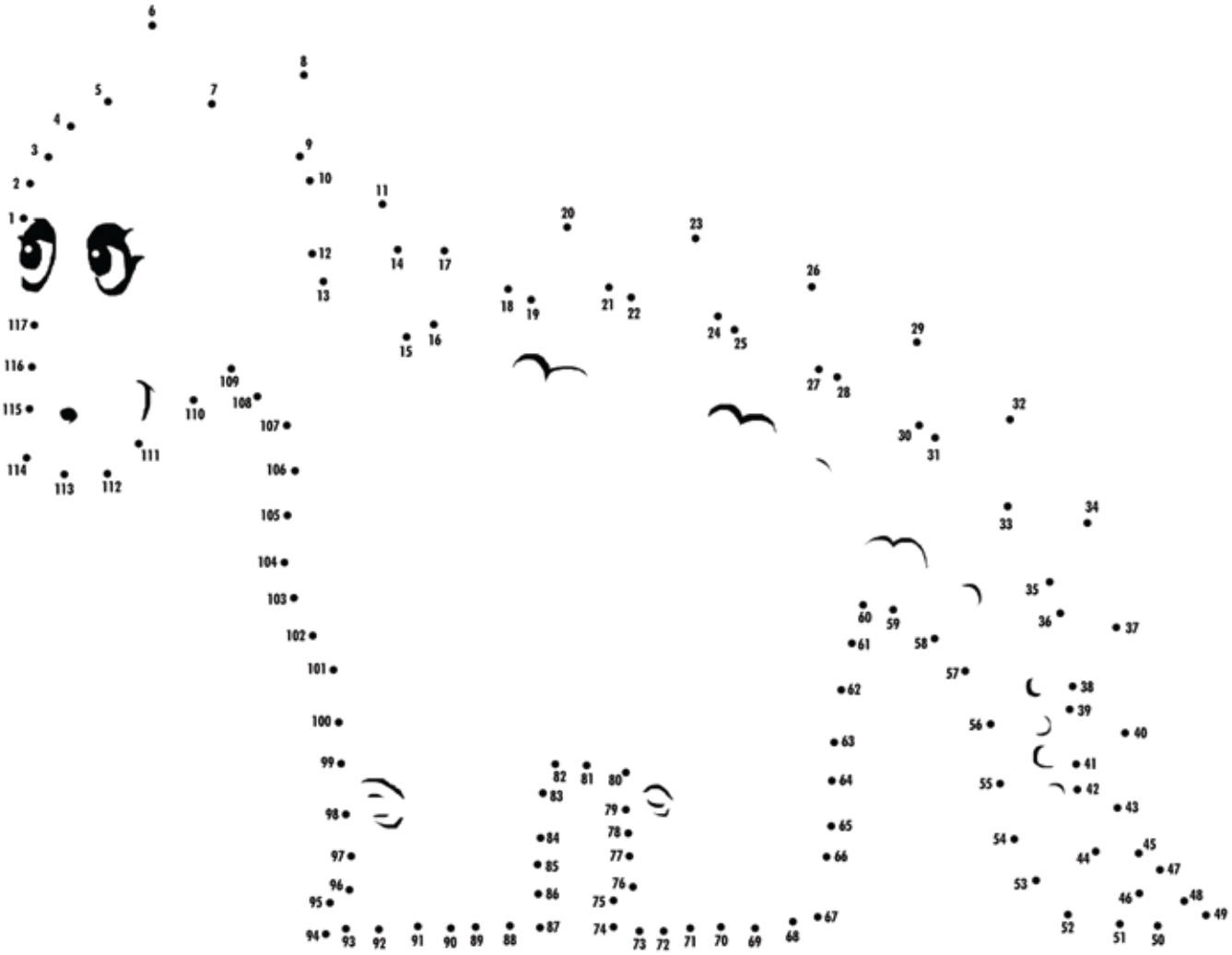
WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 2B: MAKE YOUR VERY OWN DINOSAUR MASK

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 5 – 6

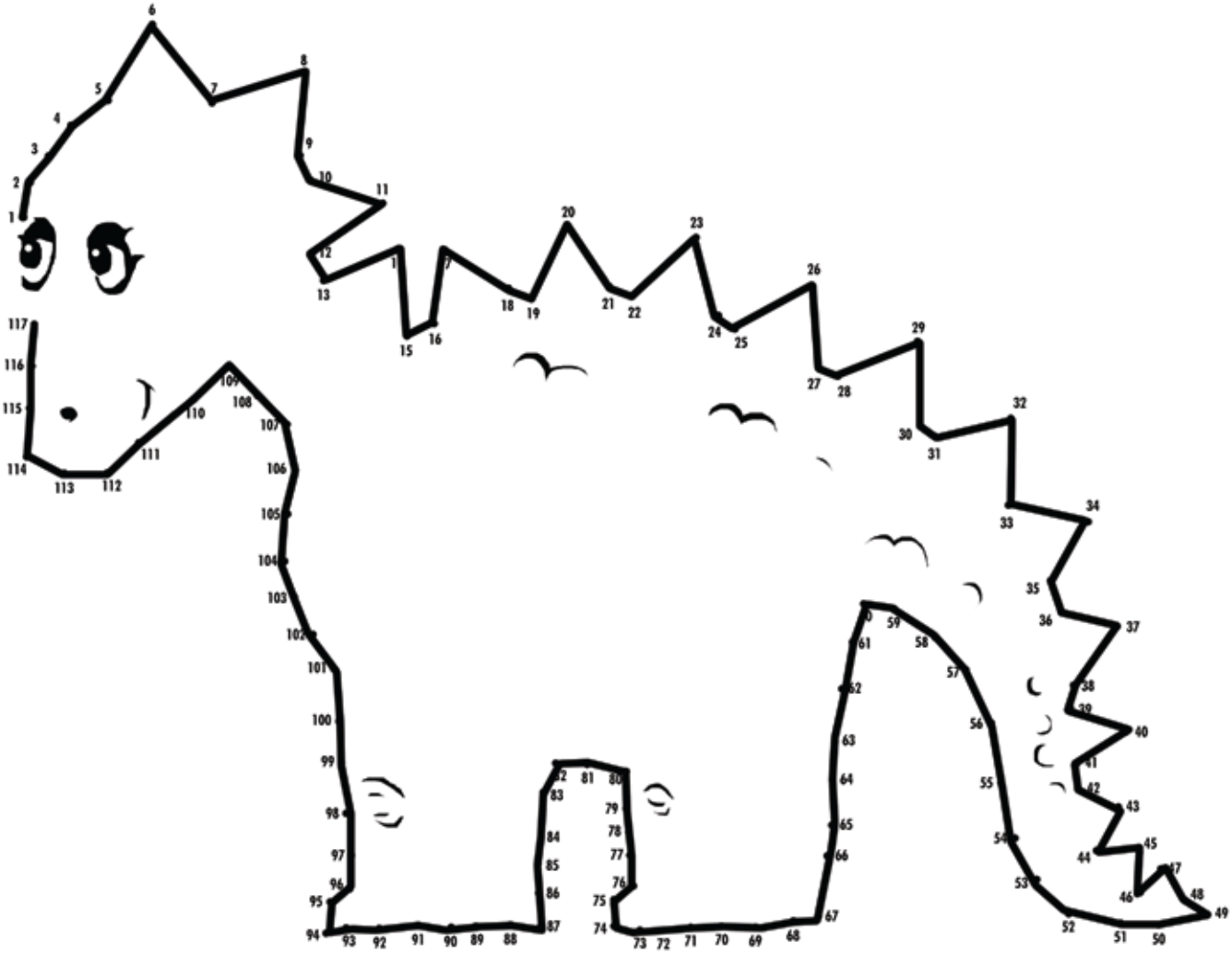
ACTIVITY SHEET 2C: DOT-TO-DOT DINOSAUR

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 5 – 6



ACTIVITY SHEET 2C: DOT-TO-DOT DINOSAUR – ANSWER SHEET

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 5 – 6



ACTIVITY SHEET 2C: DOT-TO-DOT DINOSAUR – ANSWER SHEET

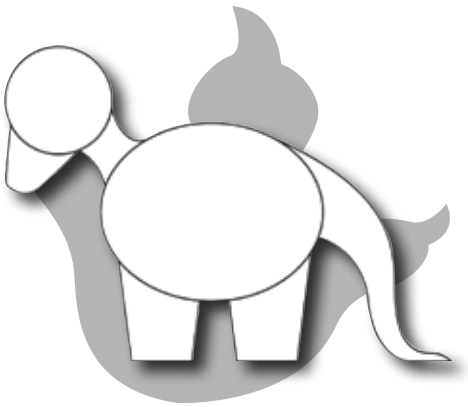
ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 5 – 6

HOW TO DRAW A DINOSAUR

**Here's a chance to create your own dinosaur.
Try this one first, then use the same basic shapes
to make different kinds of creatures.**

1

2



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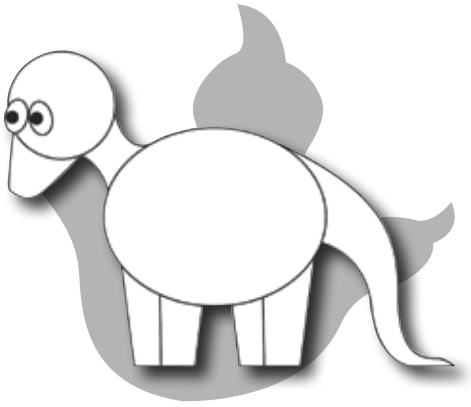

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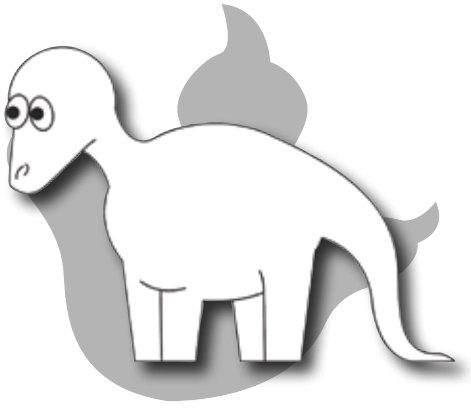

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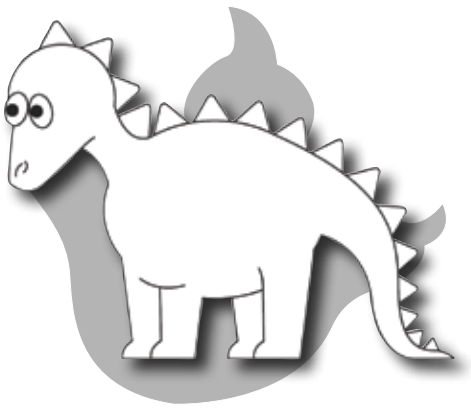

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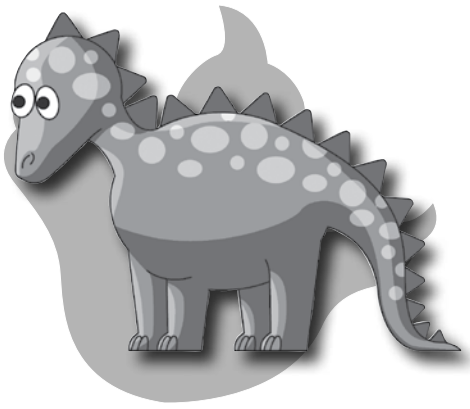


WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 2E: NAME THE DINOSAUR

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 6 – 7

NAME THE DINOSAUR

1

1 _

2

2 _ _ _ _ _ _ _ _ _ _ _ _ _ _

3

3 _ _ _ _ _ _ _ _ _ _ _ _ _

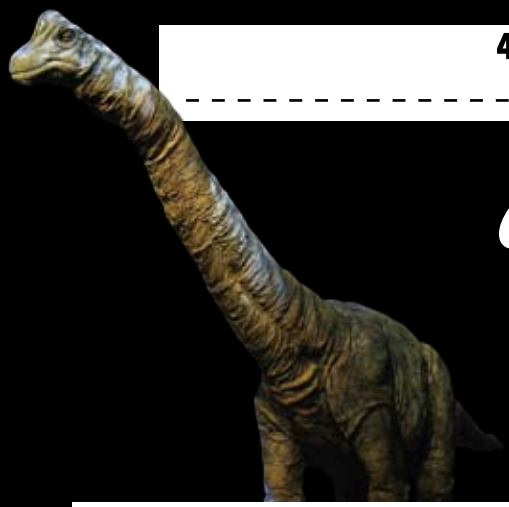
4

4 _ _ _ _ _ _ _ _ _ _ _ _ _

5

5 _ _ _ _ _ _ _ _ _ _ _

6



6 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Answers: 1 – Tyrannosaurus Rex, 2 – Ornithocheirus, 3 – Ankylosaurus, 4 – Stegosaurus, 5 – Torosaurus, 6 – Brachiosaurus.

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 2F: YOU'RE A PALEONTOLOGIST EXTENSION ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 6 – 9

Name of Dinosaur .....

Description of Dinosaur (size, colour, shape, distinctive features, how does it move?)

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.....

.....

Dinosaur's Diet – can you describe what it eats?

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How does the dinosaur protect itself? Which dinosaur does it need to protect itself from?

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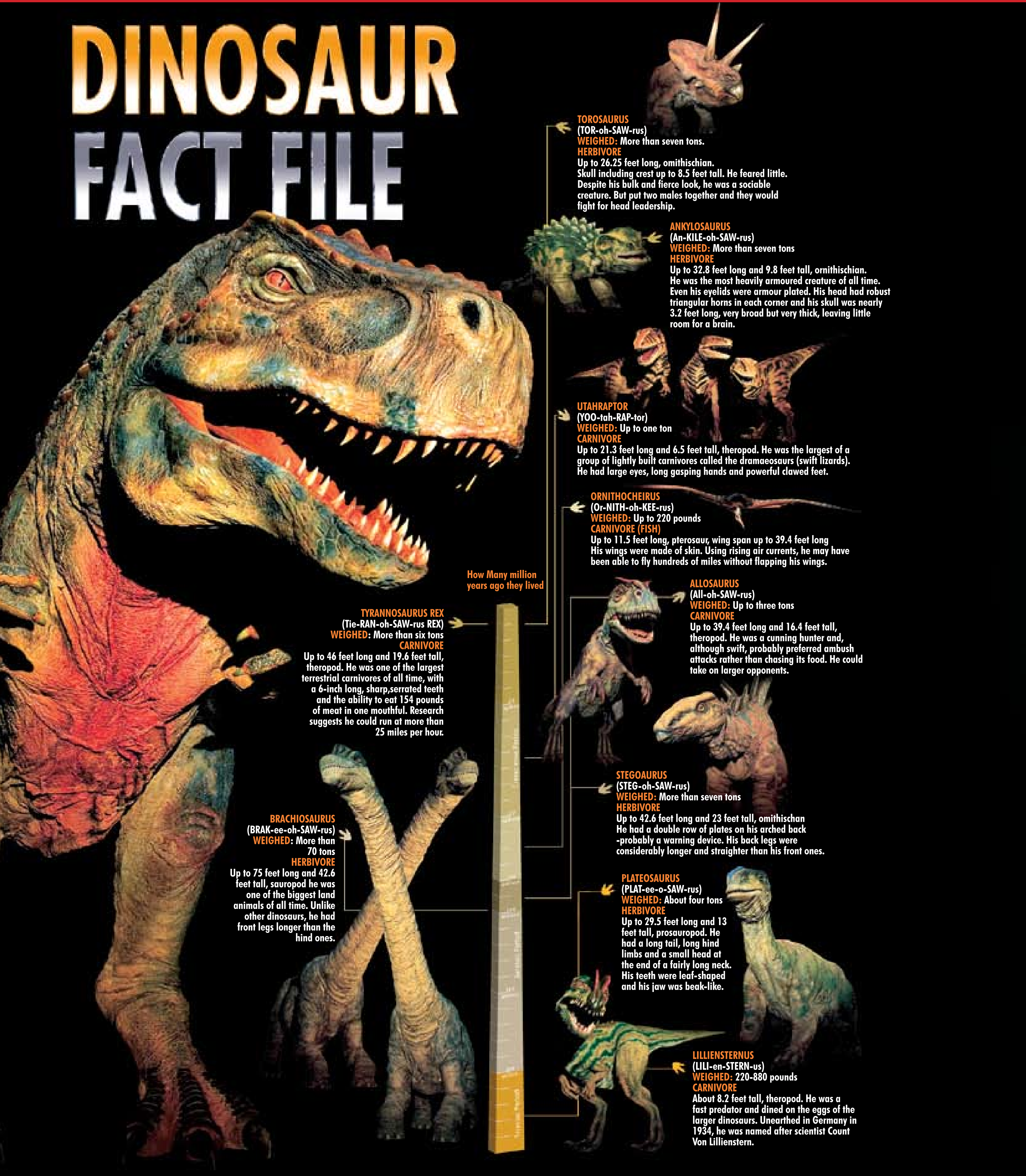
Draw a picture reference of the dinosaur to share with other paleontologists:

ACTIVITY SHEET 2G: PALEONTOLOGIST'S STUDY GROUP EXTENSION ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 8 – 9



ACTIVITY SHEET 2G: PALEONTOLOGIST'S STUDY GROUP EXTENSION ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 8 – 9

Using the Dinosaur Time line, identify which period of time (Triassic, Jurassic or Cretaceous) the dinosaur you studied as a Paleontologist would have lived.

Which period is your dinosaur from?.....

As a group activity, compare your dinosaur with those studied by other Paleontologist's in your class and group all the dinosaurs in each of these periods - Triassic, Jurassic or Cretaceous.

Once in groups you should use the information from your dinosaur profile to determine the similarities and differences between them to discuss with your group as follows:

- **Which dinosaur is the biggest in each period?**
- **Do they look similar or do they look different to each other?**
- **Do they move the same way?**
- **Do they eat the same types of food or do they have different diets?**
- **Does each dinosaur have an enemy from whom they need to protect themselves?**
- **If so, how do they protect themselves?**

Then present the results of your study to the other Paleontologist in their class who have been researching the dinosaurs in the other periods of time to see what they have discovered.

WALKING WITH DINOSAURS
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ACTIVITY SHEET 3A: MAKE YOUR OWN FOSSIL

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 6 – 9

A fossil is the result of the remains of an animal or plant preserved in rock.
Make your own fossils rather than wait millions of years for a real fossil to be formed!

TO MAKE YOUR OWN FOSSIL YOU WILL NEED THE FOLLOWING:

- **a bag of plaster of paris**
- **a large plastic container**
- **a spoon**
- **water**
- **some shallow plastic containers or tray such take away containers**
- **sand**
- **some string**
- **a leaf, shell, bugs or chicken bone**

Lay all your tools and equipment out on a bench and follow the following steps:

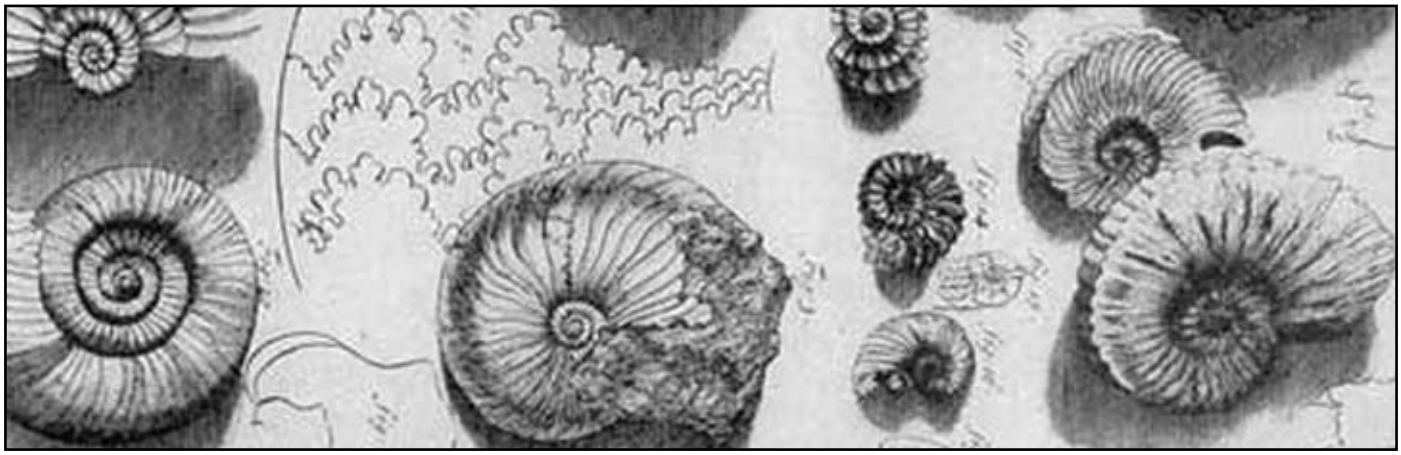
1. Fill your shallow plastic containers or small tray with sand.
2. Using your fingers create a hollow in the sand, then place your leaf, shell, bug or chicken bone flat against the bottom of the container or tray.
3. Then pour two cups of water into the ice-cream container.
4. Gradually add plaster of Paris powder to the water by sprinkling the powder on the surface. Stir after each addition to make a smooth mixture.
5. Keep adding the plaster until the mixture starts to thicken then pour the plaster mixture over your leaf, shell, bug or chicken bone and smooth the surface.
6. While the plaster is still wet, push a piece of string into one end across the width of the container or tray so you can hang your fossil when it is dry.
7. Wash the plaster off the spoon and the container if you have finished or repeat to make more fossils.
8. Once finished, leave the plaster to set for three hours for each of your fossils.
9. Remove the plaster from the sand, remove the leaf, shell, bug or chicken bone and you have your own instant fossil.
10. Bury them in sand or dirt and have an expedition to dig up fossils like a paleontologist.

ACTIVITY SHEET 3B: MAKE YOUR OWN SEDIMENTARY ROCKS GROUP ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 10 – 12

Sea level changes can be caused when the land level sinks or when the water level rises, or when both are happening together. The water level can rise because glaciers melt, adding water to the oceans, or when tectonic plates under the earth's surface move shifting water to the edge of land. Sedimentary rocks are formed in layers in different environments over hundreds of thousands to millions of years and often contain fossils of plants and dinosaur bones. To make your own sedimentary rocks, like those which allow geologists to determine how the earth has changed over millions of years, you will need the following:

- **Sand (1-2 cups)**
- **Gravel (1-2 cups)**
- **Soil with the sticks and leaves sifted out or very fine sand/silt (1-2 cup)**
- **Crushed white chalk (1 cup)**
- **Empty milk carton with the top opened up**
- **Optional: Seashells or shell fragments, small fish bones**
- **Plaster of Paris (about 4 cups mixed)**
- **Water**
- **2 large disposable cups**
- **A disposable spoon or fork**
- **Sand paper**
- **Clean up supplies (towels, newspaper etc.)**
- **a bag of plaster of paris**



WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 3B: MAKE YOUR OWN SEDIMENTARY ROCKS GROUP ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 10 – 12

LAY ALL YOUR TOOLS AND EQUIPMENT OUT ON A BENCH AND FOLLOW THE FOLLOWING STEPS:

1. Have student groups choose which of the materials they would include in their milk carton to represent a particular environment (sand, gravel, soil or chalk)
2. Fill one of their cups about 2/3 full of the appropriate sediment and associated fossils.
3. Gradually add plaster of Paris powder to the water by sprinkling the powder on the surface. Stir after each addition to make a smooth mixture, it may be easier to mix small quantities of plaster as needed to avoid it drying too quickly.
4. Have each student group fill the remainder of their cup with plaster and stir. The plaster acts like the cement that holds real sedimentary rocks together which is much faster than how rocks are usually made.
5. Each group should then put sediment mixed with plaster into their milk carton and pat it down to form a flat layer.
6. The group should select another material to represent a different environment and add to the milk carton using the same process being careful not to mix or shake the layers.
7. Add a layer of plaster to the top and pat down and repeat with a third and fourth layer of sediment representing other environments.
8. After the plaster has dried, lift the layers of sedimentary rock out of the carton.
9. Rub the side of the rock with sand paper and write a description of the different layers of rock which can be seen.
10. This is how geologists have been able to determine the number of changes which the have occurred over time. When fossils of animals, plants and dinosaurs are found in this in this rock this is how scientists know which ones lived at certain times.

ACTIVITY SHEET 3C: DINOSAUR DETECTIVE - FIND A WORD INTERMEDIATE

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 7 – 9

NOW IT'S TIME TO BE A DINOSAUR DETECTIVE AND GO ON AN EXPEDITION TO FIND WORDS WHICH DESCRIBE WHAT THE WORLD WAS LIKE WHERE THE DINOSAURS LIVED.

D	S	I	F	O	T	R	B	M	O	U	N	T	A	I	N	S	J	I	K
K	G	L	O	B	E	G	S	I	T	P	H	I	J	C	S	E	E	S	D
G	F	O	S	D	J	I	L	N	A	L	A	P	A	N	I	M	A	L	K
T	H	P	S	B	O	N	E	S	W	A	S	E	R	I	O	T	R	O	M
A	A	W	I	A	C	E	P	E	R	N	D	R	I	E	V	T	T	R	I
P	F	E	L	V	O	S	L	C	I	T	E	E	T	H	T	U	H	P	L
B	O	D	S	E	H	T	N	T	S	S	V	X	I	B	D	L	A	S	L
H	O	S	D	G	F	A	B	O	B	T	O	P	N	A	I	E	P	L	I
X	D	B	R	E	N	E	T	S	K	E	L	E	T	O	N	S	I	C	O
T	E	N	A	T	I	M	E	F	U	H	V	I	D	A	O	C	E	A	N
Q	I	N	I	A	S	S	G	S	I	O	E	N	E	S	S	O	R	A	G
I	Y	C	N	T	L	I	G	R	P	A	T	B	I	L	A	N	D	T	T
D	B	H	F	I	R	E	S	C	A	E	R	O	I	S	U	W	E	O	V
B	N	J	A	O	O	A	K	L	T	O	B	L	Q	A	R	Q	U	T	S
D	M	A	L	N	I	C	O	N	T	I	N	E	N	T	S	K	U	L	L
Z	V	O	L	C	A	N	I	C	A	F	I	P	W	E	R	T	U	S	P
J	O	U	R	N	E	Y	J	E	C	O	P	S	A	B	I	R	T	N	I
P	C	A	T	Y	S	A	F	K	K	O	M	C	I	S	D	I	L	E	S
S	A	I	E	L	A	I	R	C	U	R	R	E	N	T	S	G	I	U	L

Bones
Rainfall
Dinosaurs
Vegetation
Time
Ocean
Journey

Mountains
Egg
Fossils
Globe
Attack
Animal
Teeth

Skeleton
Fires
Nest
Earth
Food
Million
Evolve

Continents
Land
Plants
Skull
Insect
Volcanic
Air currents

Detective clue: to find the words, look across and down only and keep a look out for words which share the same letters.

ACTIVITY SHEET 3C: DINOSAUR DETECTIVE - FIND A WORD INTERMEDIATE ANSWER SHEET

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 7 – 9

D	S	I	F	O	T	R	B	M	O	U	N	T	A	I	N	S	J	I	K
K	G	L	O	B	E	G	S	I	T	P	H	I	J	C	S	E	E	S	D
G	F	O	S	D	J	I	L	N	A	L	A	P	A	N	I	M	A	L	K
T	H	P	S	B	O	N	E	S	W	A	S	E	R	I	O	T	R	O	M
A	A	W	I	A	C	E	P	E	R	N	D	R	I	E	V	T	T	R	I
P	F	E	L	V	O	S	L	C	I	T	E	E	T	H	T	U	H	P	L
B	O	D	S	E	H	T	N	T	S	S	V	X	I	B	D	L	A	S	L
H	O	S	D	G	F	A	B	O	B	T	O	P	N	A	I	E	P	L	I
X	D	B	R	E	N	E	T	S	K	E	L	E	T	O	N	S	I	C	O
T	E	N	A	T	I	M	E	F	U	H	V	I	D	A	O	C	E	A	N
Q	I	N	I	A	S	S	G	S	I	O	E	N	E	S	S	O	R	A	G
I	Y	C	N	T	L	I	G	R	P	A	T	B	I	L	A	N	D	T	T
D	B	H	F	I	R	E	S	C	A	E	R	O	I	S	U	W	E	O	V
B	N	J	A	O	O	A	K	L	T	O	B	L	Q	A	R	Q	U	T	S
D	M	A	L	N	I	C	O	N	T	I	N	E	N	T	S	K	U	L	L
Z	V	O	L	C	A	N	I	C	A	F	I	P	W	E	R	T	U	S	P
J	O	U	R	N	E	Y	J	E	C	O	P	S	A	B	I	R	T	N	I
P	C	A	T	Y	S	A	F	K	K	O	M	C	I	S	D	I	L	E	S
S	A	I	E	L	A	I	R	C	U	R	R	E	N	T	S	G	I	U	L

Bones
Rainfall
Dinosaurs
Vegetation
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Continents
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Air currents

Detective clue: to find the words, look across and down only and keep a look out for words which share the same letters.

ACTIVITY SHEET 3D: DINOSAUR DETECTIVE - FIND A WORD ADVANCED

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 10 - 13

NOW ITS TIME TO BE A DINOSAUR DETECTIVE AND GO ON AN EXPEDITION TO FIND WORDS WHICH DESCRIBE WHAT THE WORLD WHERE THE DINOSAURS LIVED.

V	O	L	C	A	N	I	C	S	U	R	U	A	S	O	L	Y	K	N	A
W	O	P	A	L	A	E	O	N	T	O	L	O	G	I	S	T	W	B	S
H	A	X	E	H	P	R	E	D	A	T	O	R	A	D	E	R	C	I	T
I	E	E	E	A	R	B	E	T	R	E	V	W	A	C	I	I	R	K	E
D	T	R	S	U	R	U	A	S	O	N	N	A	R	Y	T	A	E	S	G
O	O	S	B	W	U	T	Z	I	F	E	B	L	U	O	O	S	T	C	O
R	S	I	M	I	L	L	I	O	N	A	S	I	S	F	I	S	A	I	S
N	D	R	R	S	V	D	I	D	O	U	I	L	S	A	L	I	C	E	A
I	O	S	U	E	T	O	A	E	R	O	V	I	N	R	A	C	E	S	U
T	P	Y	T	A	P	E	R	A	T	A	D	E	T	I	P	A	O	R	R
H	A	S	S	D	S	C	S	E	O	P	I	N	D	U	L	O	U	O	U
O	E	C	A	U	O	O	I	A	L	L	O	S	A	U	R	U	S	T	S
C	A	J	C	T	E	O	N	S	T	A	M	T	C	I	S	C	P	P	R
H	G	K	O	T	R	E	T	I	S	C	U	E	E	S	L	I	E	A	U
E	N	E	A	B	E	E	T	I	D	A	T	R	E	P	E	M	R	R	P
I	A	L	T	O	M	N	E	S	W	A	R	N	O	K	B	C	I	H	E
R	P	T	E	R	O	S	A	U	R	S	O	U	T	Q	E	C	O	A	T
U	E	P	F	N	M	A	S	I	L	B	E	S	J	A	P	X	D	T	I
S	S	U	R	U	A	S	O	I	H	C	A	R	B	R	O	I	N	U	J

Palaeontologist
Torosaurus
Triassic
Ankylosaurus
Pangaea
Vertebrae

Carnivore
Tyrannosaurus Rex
Liliensternus
Dinosaurs
Plateosaurus
Million

Jurassic Period
Volcanic
Herbivore
Junior
Brachiosaurus
Predator

Cretaceous Period
Stegosaurus
Pterosaurs
Allosaurus
Ornithocheirus
Bones
Utahraptors

Detective clue: to find the words, look across, down, diagonally and backwards and keep a look out for words which share the same letters.

ACTIVITY SHEET 3D: DINOSAUR DETECTIVE - FIND A WORD ADVANCED

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 10 - 13

NOW ITS TIME TO BE A DINOSAUR DETECTIVE AND GO ON AN EXPEDITION TO FIND WORDS WHICH DESCRIBE WHAT THE WORLD WHERE THE DINOSAURS LIVED.

V	O	L	C	A	N	I	C	S	U	R	U	A	S	O	L	Y	K	N	A
W	O	P	A	L	A	E	O	N	T	O	L	O	G	I	S	T	W	B	S
H	A	X	E	H	P	R	E	D	A	T	O	R	A	D	E	R	C	I	T
I	E	E	E	A	R	B	E	T	R	E	V	W	A	C	I	I	R	K	E
D	T	R	S	U	R	U	A	S	O	N	N	A	R	Y	T	A	E	S	G
O	O	S	B	W	U	T	Z	I	F	E	B	L	U	O	O	S	T	C	O
R	S	I	M	I	L	L	I	O	N	A	S	I	S	F	I	S	A	I	S
N	D	R	R	S	V	D	I	D	O	U	I	L	S	A	L	I	C	E	A
I	O	S	U	E	T	O	A	E	R	O	V	I	N	R	A	C	E	S	U
T	P	Y	T	A	P	E	R	A	T	A	D	E	T	I	P	A	O	R	R
H	A	S	S	D	S	C	S	E	O	P	I	N	D	U	L	O	U	O	U
O	E	C	A	U	O	O	I	A	L	L	O	S	A	U	R	U	S	T	S
C	A	J	C	T	E	O	N	S	T	A	M	T	C	I	S	C	P	P	R
H	G	K	O	T	R	E	T	I	S	C	U	E	E	S	L	I	E	A	U
E	N	E	A	B	E	E	T	I	D	A	T	R	E	P	E	M	R	R	P
I	A	L	T	O	M	N	E	S	W	A	R	N	O	K	B	C	I	H	E
R	P	T	E	R	O	S	A	U	R	S	O	U	T	Q	E	C	O	A	T
U	E	P	F	N	M	A	S	I	L	B	E	S	J	A	P	X	D	T	I
S	S	U	R	U	A	S	O	I	H	C	A	R	B	R	O	I	N	U	J

Palaeontologist
Torosaurus
Triassic
Ankylosaurus
Pangaea
Vertebrae

Carnivore
Tyrannosaurus Rex
Liliensternus
Dinosaurs
Plateosaurus
Million

Jurassic Period
Volcanic
Herbivore
Junior
Brachiosaurus
Predator

Cretaceous Period
Stegosaurus
Pterosaurs
Allosaurus
Ornithocheirus
Bones
Utahraptors

Detective clue: to find the words, look across, down, diagonally and backwards and keep a look out for words which share the same letters.

ACTIVITY SHEET 3E: DINOSAUR WORLD DICTIONARY

CREATE YOUR OWN DINOSAUR WORLD DICTIONARY BY RESEARCHING THE MEANING AND EXPLAINING IN YOUR OWN WORDS THE MEANINGS FOR THESE DINOSAUR TERMS:

'earth' .....
'bones' .....
'fossil' .....
'Carnivore' .....
'Herbivore' .....
'Omnivore' .....
'vegetarian' .....
'mammals' .....
'predator' .....
'reptile' .....
'ocean currents' .....
'sea level' .....
'temperature' .....
'volcanic eruptions' .....
'supercontinent' .....
'radiation' .....
'explosion' .....
'regeneration' .....
'earthquake' .....
'comet' .....
'supernova' .....
'Geologist' .....
'Paleontologist' .....
'Ecologist' .....
'extinction' .....
'atmosphere' .....
'greenhouse gases' .....
'cooling climate' .....

ACTIVITY SHEET 3F: WHAT'S IN A NAME – DINOSAUR PREFIXES AND SUFFIXES

LOOK AT THE LIST OF PREFIXES AND SUFFIXES TO BETTER UNDERSTAND THESE CREATURES!

Ankylosaurus

Tyrannosaurus-rex

Brachiosaurus

Torosaurus

Utahraptor

Flying ornithocheirus

Plateosaurus

Lilliensternus

Stegosaurus

Allosaurus

Match some of these prefixes and suffixes to the pictures on the left.

PREFIXES

ALLO	DIFFERENCE
ANKYLOS	HOOK, JOINT
CERATO	HORN
COEL	CAVITY
COELO	HOLLOW
COMPO	PRETTY
COMPSO	ELEGANT
DACTYL	FINGER
DI	TWO
DINO	TERRIBLE
METROS	MEASURE
ODON	TOOTH
OPS	EYE
OVI	EGG
PARA	SIMILAR
PALEO	OLD
PTERO	WING, FEATHER
STEGOS	ROOF, COVER
TRI	THREE
TYRANNOS	TYRANT
VELOCIS	SWIFT, SPEEDY

SUFFIXES

DACTYL	FINGER, TOE
ODON	TOOTH
PHYSIS	ORIGIN, NATURAL FORM
PTERO	WINGED, FEATHER
RAPTOR	THIEF
REX	KING
SAURUS	LIZARD

APPENDIX 3G – HISTORY OF PANGAEA
EXTENSION ACTIVITY 1

About 248 million years ago a supercontinent called Pangaea existed. Over time it began to drift apart. As sea levels rose, deserts which has previously existed decreased while temperatures stabilized creating an environment in which many dinosaurs flourished. As time progressed the land surfaces continued to shift together with other climate changes until the time in which dinosaurs become extinct. Research and briefly trace the changes to the earth and lives of the dinosaurs as depicted in the following maps:

WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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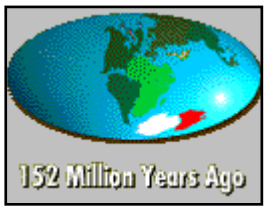

WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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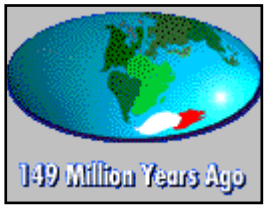

WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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APPENDIX 3G – HISTORY OF PANGAEA

WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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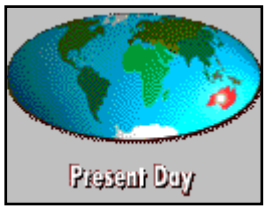

WHAT HAPPENED TO THE EARTH DURING THIS TIME?

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WHICH DINOSAURS LIVED DURING THIS TIME?

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ACTIVITY SHEET 3H: DISAPPEARING DINOSAURS EXTENSION ACTIVITY 2

From what you have learnt from Walking With Dinosaurs – The Arena Spectacular, undertake a research report that explains why the dinosaurs may have became extinct millions of years ago. Include possible changes to the earth's temperature, sea level, volcanic eruptions, the development of a gaseous atmosphere and meteorites collisions.

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 4: REVIEWING WALKING WITH DINOSAURS

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 7 – 13 YEARS

PREPARE YOUR OWN REVIEW OF THE PRODUCTION WHICH INCLUDES YOUR OWN THOUGHTS AND EXPERIENCE OF THE SHOW AS WELL AS LOOKING AT THE DINOSAURS, THE STAGING/ SET DESIGN, MUSIC, LIGHTING AND SOUND.

To begin, write down phrases and words which describe your experience of Walking With Dinosaurs – The Arena Spectacular.

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Discuss the dinosaurs – what they looked like, did they think they were real, how do you think they walked and moved and did you think they looked and sounded real?

What did the staging/ set design look like? How did it create the dinosaur's environments and different times and places? Did you like the special effects such as the flowers growing?

What the music for the show was like? Did the type of music change from the small dinosaurs to the large dinosaurs? If so, why do you think this was?

Did you like the lighting for the show? Did it help create the dinosaur's world and if so how?

Do you think the dinosaurs sounded like real dinosaurs would have?

What was the role of the Narrator? (the man telling the story) Was it important to the show for him to be telling the story of the dinosaurs?

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 4: REVIEWING THE REVIEW
WALKING WITH DINOSAURS – GROUP ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 9 – 13 YEARS

FOLLOWING YOUR OWN REVIEW OF WALKING WITH DINOSAURS, YOUR TEACHER WILL READ EXTRACTS FROM REVIEWS WHICH HAVE APPEARS IN NEWSPAPERS.

Discuss these reviews with your class - what do you think the reviewer meant by their comments and what thoughts were they were trying to express about Walking With Dinosaurs – The Arena Spectacular?

Did you learn anything new from what the reviewer has to say about the show?

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Do you agree or disagree with the reviewer's comments about the show?

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WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 5: MUSIC OF THE DINOSAURS

Walking With Dinosaurs – The Arena Spectacular features an original score with music specifically composed to carry the plot forward, depict the action and mood of the dinosaurs within the music as well as an underscore the movements of the staging components depicting the changes in time.

How important do you believe the music was to the structure of Walking With Dinosaurs – The Arena Spectacular?

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Discuss how different pieces of music can range in type, change a mood and alter the speed of the story being told.

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Identify what other functions the music can play in an arena spectacular? Could the music be seen to create intimacy and expanse through the dynamics contained within it?

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WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 6: JURASSIC STAGING

IDENTIFY ONE DINOSAUR AND ONE PIECE OF STAGING USED TO CREATE ITS ENVIRONMENT OR A PERIOD OF TIME (within Triassic, Jurassic or Cretaceous) which was depicted in the creation of the physical world through time.

Suggest how you think it was achieved including all the elements which contributed to the creation of what you saw and heard in the arena.

Attention should be paid to the way in which the dinosaur was operated and how the lighting and staging elements enhanced these moments, as well as how a soundscape or sound effects contribute to the overall atmosphere.

DINOSAUR .....

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STAGING .....

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WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 6: JURASSIC STAGING EXTENSION ACTIVITY

AS A RESEARCH TASK COMPILE A REPORT FOCUSING ON THE ART OF STAGE AND SPECIAL EFFECTS.

Focus on how these effects have developed over the last 20 years with the incorporation of computer technology such as animatronics (in part the operational system behind the dinosaurs) automation (the system which allows Pangaea to evolve) moving lights and computer operated sound desks.

As part of this research, also explain how at least two special effects would have been achieved prior to the use of such technology.

WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 7: REVIEWING THE SPECTACULAR

Prepare your own review of the production incorporating all the creative elements such as structure, script, performers, puppeteers, musical choices, production design, costuming, lighting and sound. You should ensure you assess the effectiveness of, but not limited to the following:

Role of the Narrator: What role did the narrator play in recreating the history of the times?

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Setting: How effective was the setting in depicting the world of the dinosaurs and the environments of Pangaea, the Triassic, Jurassic and Cretaceous Periods? What technical elements contributed to this?

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Staging: Did the staging appear to achieve its aims for so many diverse environments?

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Music: How did the music enhance the narrative and further enhance the atmosphere of the work?

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Choreography/ Puppeteering: What styles and techniques were used and how well did it support the music, characters and story? How did the puppeteers work to create the realism of the dinosaurs?

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Themes: How effectively did all the elements of the production support and portray the story of the dinosaurs and the history of the natural world?

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WALKING WITH DINOSAURS
THE ARENA SPECTACULAR

ACTIVITY SHEET 7: REVIEWING THE REVIEWS EXTENSION ACTIVITY

FOLLOWING YOUR PERSONAL REVIEW OF THE PRODUCTION, YOU ARE ENCOURAGED TO REVIEW AN EXISTING PUBLISHED REVIEW AS FOLLOWS:

Critically analyse this review of the production

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Identify comments you agree with, as well as those are disagree with regarding the structure of the spectacular, the script, performers, puppeteers, production design, music choices, effectiveness of the dinosaurs, costumes, set design, sound and lighting choices.

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Explain why you agree or disagree with the reviewer's assessment of the arena spectacular.

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REVISION ACTIVITIES – EXTENSION ACTIVITY

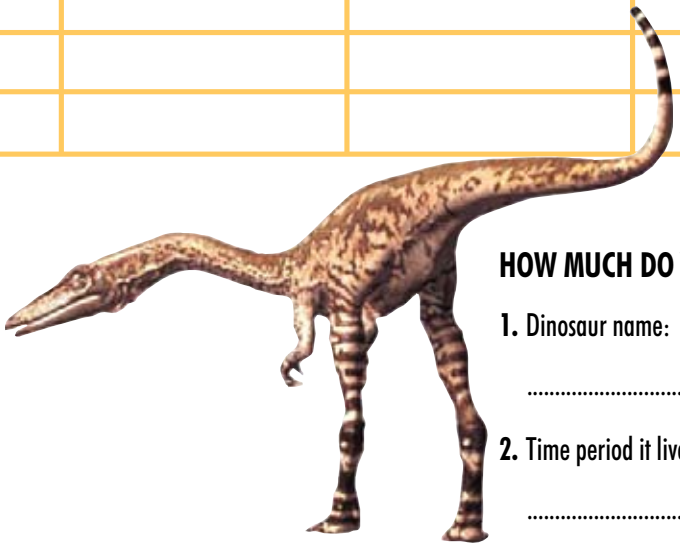
ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 8 – 13 YEARS

IT'S ABOUT TIME TO TEST YOUR KNOWLEDGE!

Imagine you're one of the paleontologists who's been asked to help the creators of Walking with Dinosaurs. They need information about lots of dinosaurs. In the chart below, write the names of four dinosaurs from the list underneath. Fill in information for each one.

DINOSAUR	ERA	DATES IT LIVED	ITS NAME MEANS ...	WHAT IT ATE

- **BRACHIOSUARUS**
- **ANKYLOSAURUS**
- **COMSOGNATHUS**
- **STEGOSURUS**
- **TRICERATOPS**
- **ALLOSAURUS**
- **PACHYCEPHALOSAURUS**



HOW WOULD YOU MEET THE CHALLENGE OF PORTRAYING A DINOSAUR IN ITS NATURAL HABITAT?

Choose your favorite dinosaur. Find out when it lived. What was the earth like? What was your dinosaur's habitat? Fill in the blanks to get started. Now, create your own display to show where your dinosaur lived. Use art supplies, use materials from your home or backyard, but most of all, use your imagination. Show what it was like to be in the world of your dinosaur.

Viewing Walking with Dinosaurs is like taking a thrilling trip back in time to visit ancient Earth at different stages in history. Share what you know about the Triassic, Jurassic and Cretaceous eras with your family. Ask each member of your family: If they could visit our world during one of those time periods, when would they visit and why?

HOW MUCH DO YOU KNOW?

1. Dinosaur name:

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2. Time period it lived:

.....

3. Place(s) it lived:

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4. Temperature: (cool? hot?)

.....

5. Climate: (rainy? dry?)

.....

6. Land features: (volcanoes? desert?)

.....

7. Some prehistoric plants that lived then and now: .....

and.....

found in (place) .....

8. Some dinosaurs that lived at the same time: .....

and .....

REVISION ACTIVITIES – EXTENSION ACTIVITY

ACTIVITY SUITABLE FOR PRIMARY STUDENTS, AGE 8 – 13 YEARS

BUILT FOR SURVIVAL - TEACHER'S GUIDE

EXPLAIN THAT ANIMALS DEVELOP PHYSICAL ADAPTATIONS OVER MILLIONS OF YEARS TO HELP THEM SURVIVE.

Have students brainstorm examples of physical adaptations that might help a dinosaur survive.

HAVE STUDENTS DO RESEARCH TO FILL IN THE CHART.

After sharing responses, have them complete the activity by writing a scenario that focuses on an event in a day in the life of their dinosaur. Examples of events include searching for food, avoiding a predator or caring for young.

RELATED ACTIVITIES.

Discuss the differences between herbivores, carnivores and omnivores. Have students research different dinosaurs and what they ate, focusing on how diversification in feeding habitats worked in favor of all kinds of dinosaurs found in a particular region.

BUILT FOR SURVIVAL - WORKSHEET

The makers of Walking with Dinosaurs give us a unique glimpse into the lives of many kinds of dinosaurs — not just the few most people have heard of. To build a narrative, they had to find out about the physical adaptations that helped dinosaurs survive. Where does that information come from? Fossil remains tell the story. For example, a long, flexible neck combined with grinding teeth indicate that Plateosaurus was a plant-eater. Hips and legs designed for running upright and claws that look like grappling hooks tell us Allosaurus was a powerful predator.

Just the shape of a dinosaur's teeth shows whether it ate leaves in treetops, ferns low on the ground or other dinosaurs.

List three physical adaptations of one dinosaur below. Research information for each physical adaptation. Use what you learn to describe a typical day in the life of your dinosaur, based on the physical characteristics that helped it survive. Continue your scenario on a separate sheet of paper.

DINOSAUR SPECIES .....

TIME PERIOD .....

DINOSAUR PHYSIOLOGY SPECIALLY ADAPTED FOR SURVIVAL	HOW IT WAS USED	WHAT THE PHYSICAL ADAPTATION TELLS US ABOUT HOW THE DINOSAUR LIVED
1.		
2.		
3.		

DAY IN THE LIFE OF MY DINOSAUR:

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